

Tuesday, July 13, 2021 (Central Daylight Savings Time)	Title/Author	Abstract
10:00AM – 10:55AM (Central Daylight Savings Time)	<p><b>10:00AM – 10:25AM</b></p> <p><b>Professional Paper:</b></p> <p><i>Breaking Barriers to Overcoming Discrimination on the Girl-Child Through Diverse Learning Opportunities</i>  <b>Grace Onyebuchi</b></p> <p><b>Nigeria</b></p> 	<p>Gender-based discrimination is one predominant menace to our African society that affects the way individuals concerned think and learn in general. Girls in schools suffer different types of discrimination ranging from early marriage, safety issues, gender-based violence including sexual harassment, etc. Surprisingly, as the different organization continues to cry out for an end to gender-based discrimination, this threat continues even at an early age. The girl-children when they start to learn from an early age to overcome this threat would also learn to speak up when they are being discriminated against in any ways. This way, they develop the courage to overcome low self-esteem, ultimately, participate actively in the society.</p>
	<p><b>10:00AM – 10:25AM</b></p> <p><b>Professional Paper:</b></p> <p><i>Efforts and changes around school libraries in Sweden today – When great things are happening... how do we communicate with authorities and decision makers?</i>  <b>Fredrik Ernerot</b></p> <p><b>Sweden</b></p> 	<p>As the IASL conference themes in: Long Beach (2017), Istanbul (2018) and Dubrovnik (2019) has been circulating around - progression, impact and innovation around school libraries, it is interesting to focus on how ordinary school librarians best adopt fields where communication on a higher level marks the spot! The theme for this paper will work as a useful contribution to different methods, practically applied in Sweden for over ten years. Methods of communication that function as an inspiration to the higher governmental work and processes for school libraries, both on a national and international level. A wider scale on the following topics will be presented - mainly to create a developed knowledge adapted for school libraries. Knowledge ready to be transformed when participants return to their homes, communicating with their own contacts responsible for school libraries.</p>
	<p><b>10:30AM – 10:55AM</b></p> <p><b>Professional Paper:</b></p> <p><i>Librarians' use of digital storytelling for students with learning disabilities: results from two countries</i>  <b>Ifunanya Evangel Obim</b>  <b>Adaorah Onuorah</b></p> <p><b>Nigeria</b></p> 	<p>The study examined Librarians' use of digital storytelling for students with learning disabilities in Nigeria and United Kingdom. Descriptive survey was adopted. Through online survey, 130 professionals were studied in Nigeria and United Kingdom. The findings revealed that the major approaches to storytelling are Television, WhatsApp conference video call, Zoom, etc. Respondents have positive perception towards the use of digital storytelling. Challenges were identified. The study recommended among others that librarians and other professionals involved in assisting students with learning disabilities should be adequately trained so as to acquire the digital skills needed to effectively create digital story contents attractively.</p> <p><b>Keywords:</b> Digital storytelling, Learning disabilities, Librarians, Students, Nigeria, United Kingdom</p>

	<p><b>10:30AM – 10:55AM</b></p> <p><b>Research Paper:</b></p> <p><i>Enabling School Librarians to Serve as Instructional Leaders of Multiple Literacies</i>  <b>Melanie Lewis</b></p> <p><b>United States</b></p> 	<p>This session will present a case study that was conducted to explore how school district leaders can foster the development of an effective school library in which school librarians serve as instructional leaders in multiple literacies. Results revealed that ambiguous expectations prevent school librarians from fully engaging with the K-12 instructional program and that clear expectations and positive relationships serve as powerful supports for enabling school librarians to serve as instructional leaders of multiple literacies. Implications for practice will be shared regarding the specific types of support needed by building-level school librarians and district leaders to establish effective school libraries.</p>
<p>11:00AM - 11:55AM  <b>(Central Daylight Savings Time)</b></p>	<p><b>11:00AM – 11:55AM</b></p> <p><b>SL Education SIG Meeting</b></p>	
<p>1:00PM – 1:55PM  <b>(Central Daylight Savings Time)</b></p>	<p><b>1:00PM – 1:55PM</b></p> <p><b>ICT SIG Meeting</b></p>	
<p>2:00PM – 2:55PM  <b>(Central Daylight Savings Time)</b></p>	<p><b>2:00PM – 2:55PM</b></p> <p><b>SIG Presentation:</b></p> <p><i>Making Your eBooks Fly</i>  <b>Heather Moorefield-Lang</b>  <b>April Dawkins</b>  <b>Karen Gavigan</b></p> <p><b>United States</b></p> 	<p>This ICT SIG session will further our goals exploring trends in emerging technologies and share research about implementation. The presenters will share findings from a study of eBook usage in high schools in two U.S. states. Using circulation data and interviews, the researchers found reasons why some librarians are more successful than others in increasing circulation. Participants will learn a simple way to examine their holdings to determine how well their eBook collections are being used. Additionally, participants will discuss marketing strategies to encourage usage of eBooks.</p>
	<p><b>2:00PM – 2:25PM</b></p> <p><b>Research Paper:</b></p> <p><i>Librarians: Bridges to College Readiness</i>  <b>Lesley Farmer</b></p> <p><b>United States</b></p> 	<p>Teacher librarians often have to show their value in order to continue to provide their services, so being able to demonstrate how they help prepare students to be college-ready would reinforce the importance of professionally-led school libraries. This situation led to the research question: what relationship exists between the presence of a high school teacher librarian and freshmen college students' academic success? To answer this question, this study examined five years of a large comprehensive university's freshmen data about their course load, their first semester GPA, and characteristics of the high school from which they graduated. Findings revealed the impact of the high school librarian and students' economic status.</p> <p>Keywords: high school teacher librarians, academic librarians, college-readiness, information literacy, collaboration</p>

	<p><b>2:30PM – 2:55PM</b></p> <p><b>Research Paper:</b></p> <p><i>"Single threads woven together in a tapestry": Dispositions of Teacher-Librarian Leaders</i></p> <p><b>Jennifer Branch-Mueller, Joanne Rodger</b></p> <p><b>Canada</b></p> 	<p>This generic qualitative research study examined if and how the dispositions of six exemplary teacher-librarians evolve after a move into a formal leadership role. All of the participants were classroom teachers and teacher-librarians prior to moving into leadership roles in their schools/university districts. Findings from this study are organized and presented based on the leadership dispositions identified by Kimmel, Dickinson and Doll (2012) their Dispositional Continua and include descriptors used by teacher-librarian leaders that help clarify each disposition. Further research is needed to create a valid and reliable disposition assessment tool for pre-service and in-service teacher librarians and TL leaders.</p>
<p>3:00PM – 3:55PM <b>(Central Daylight Savings Time)</b></p>	<p><b>3:00PM – 3:55PM</b></p> <p><b>Professional Workshop:</b></p> <p><i>Weaving in the AASL National School Library Standards</i></p> <p><b>Sylvia Norton Jennison Lucas</b></p> <p><b>United States</b></p> 	<p>Content courses stand alone as the warp on a loom, each strand following a distinct path, but not connected to other content or courses. Information skills instruction focuses on the process by which we learn. These processes become the weft and provide the connectivity between content areas that allows learners to create new knowledge. It is the act of weaving together content and process that allows our learners to form their own creative pattern that we can call their education. In this presentation, we will share how we integrate the AASL National School Library Standards for Learners, School Librarians, and School Libraries (2018) with other educational standards.</p>
	<p><b>3:00PM – 3:25PM</b></p> <p><b>Research Paper:</b></p> <p><i>Commonwealth Caribbean Disability Access Policies: Access to Educational Institutions and Libraries</i></p> <p><b>Paulette Stewart Mark-Jeffery Deans</b></p> <p><b>Jamaica</b></p> 	<p>Disability Acts are aimed at providing disabled students with both physical and intellectual access to education. The research takes into account UNESCO's mission and Universal Declaration of Human Rights (1948) that education as a fundamental human right lies at the heart of equal access. The document analysis approach was used to select six Caribbean countries' disability Acts to examine the kind of access indicated for educational institutions and libraries. The roles of the stakeholders who are expected to implement the Acts were also examined. Additionally, document analysis was used to determine if what was seen in these Acts were actually being implemented. The disability Acts selected were those from a Commonwealth Caribbean country that developed national policies or acts on disability and that the Acts had specific articles on access to education for disabled persons. It was discovered that the clauses with regards to access and stakeholders' role in implementing the Acts were very limited. There is also a significant gap between what is written in the Acts and what is actually taking place. One recommendation that was suggested was that each country treat their Act as a priority as equal access is a human right as emphasized by UNESCO.</p> <p>Keywords: Disability policies, children with disabilities, Caribbean Disability</p>

	<p><b>3:30PM – 3:55PM</b></p> <p><b>Research Paper:</b></p> <p><i>Services for Preschool Children in School Libraries</i>  <b>Maria Cahill</b>  <b>Bobbie Bushman</b>  <b>Denice Adkins</b></p> <p><b>United States</b></p> 	<p>Promisingly, library communities internationally recognize inclusion of people with disabilities as a challenge area and are taking measures to discuss and overcome it. School library scholars and school library leaders should consider following the lead of the larger library community and begin championing school library services and programs for young children with special needs. Additional research investigating library services and programs available for young children is necessary to support these efforts.</p>
<p>4:00PM – 4:55PM  <b>(Central Daylight Savings Time)</b></p>	<p><b>4:00PM – 4:55PM</b></p> <p><b>Professional Workshop:</b></p> <p><i>Tragedy, Healing, Understanding: Teaching Civil Rights through Primary Sources and Graphic Novels</i>  <b>Karen Gavigan</b>  <b>Daniella Cook</b></p> <p><b>United States</b></p> 	<p>As stated on the <a href="#">ALA Diversity web page</a>, "The strength of libraries has always been the diversity of their collections and commitment to serving all people." This session provides a forum for helping participants use diverse resources to teach the civil rights movement. Primary sources from the Library of Congress will be paired with graphic novels to help bring this decades-long movement to life. Lesson plans, web sites, and other resources will be shared. The session is appropriate for school librarians working with young adults. Participants will join in a discussion about how to make civil rights relevant to students.</p>
	<p><b>4:00PM – 4:25PM</b></p> <p><b>Research Paper:</b></p> <p><i>A Case Study on the faculty for teachers for subject learning in school library in Japan</i>  <b>Mutsumi Ohira</b></p> <p><b>Japan</b></p> 	<p>School libraries are still only rarely used for subject learning in Japan because lecture-type classes remain the focus of Japanese school education wherein the courses of study and government-approved textbooks play a vital role. In 2020, ICT and programing education are being introduced in school curricula, and there has been a shift in the types of education wherein independent learning can be realized. Libraries must be designed to enable the use of a diverse range of information and to support the students and teachers doing so.</p>

**4:30PM – 4:55PM**

**Professional Paper**

*Shelftalkers:  
Empowering Student  
Voice*

**Susan La Marca  
Tye Cattnach**

**Australia**



This paper will describe a new initiative of the School Library Association of Victoria. Shelftalkers is a website that publishes 100-word student reviews of texts they are reading or have been sent by arrangement with publishers for review. The process is facilitated by the school library and is open to students of any age. The project aims to give students a voice, give school library staff and publishers an insight into student views, and allows participating school libraries to be central players in the literacy development and reading culture of their respective schools.